**Module 3 Discussion**

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| **a) Technology Research - Read *Common Sense Technology* Addiction** [**document**](https://www.commonsensemedia.org/sites/default/files/research/report/csm_2016_technology_addiction_research_brief_0.pdf)**. Respond to 321 points. [3 key findings that will/may impact your teaching using technology; 2 surprising facts/statistics that you read; 1 question you have about the research]****b) Assessment - Explain your understanding of Critical Analysis and its application in the media arts classroom. Create and share a tool or resource that allows Assessment As Learning for students to understand critical analysis.****c) The Environment and Media Arts - What are your thoughts and ideas on how the growing issue of the environment can be addressed in the Media Arts? Respond to the following issue: Technology leaves a massive footprint on our society, and Media Arts is inherently reliant on that same technology. How can we create students who are stewards for the environment while they are simultaneously reliant on the technology that contributes to its degradation?**  |  |  |  |
| [**D & E**](https://brightspace.uwindsor.ca/d2l/le/199847/discussions/topics/84614/View)**Contains unread posts****d) Classroom Outcomes & Challenges - What are the challenges of teaching creativity in media arts? Be sure to consider how creativity may be understood differently for the ELL learners; IEP learners; Culturally and/or Religiously diverse learners; and First Nations/Metis/Inuit (FNMI) learners.****e) Analyzing a Media Work****Music Video - By applying creative and critical analysis processes, view a music video to assess its effect on behaviour, identify key messages and analyze ways that the video expresses the personal identity of the artist.****\*\*Music Rap Video by Palestinian Child\*\*****OR** **Film or Documentary - Choose one (short one to watch) or a long one (to research) to share with the class. Include a rationale for how this film/documentary may be utilized in a specific media arts classroom.**  |  |  |  |